



OBE-Driven Ideological and Political Education Reform in Event Management: A Case Study of Event Planning and Management

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Abstract: Under the National Education Strengthening Strategy, the development of “curriculum-based ideological and political education” in China higher education has entered a deepening phase, however, event-related majors face challenges like forced ideological incorporation, weak value guidance in practice, and oversimplified evaluation. This study uses the course Event Planning and Management as an example and applies the Outcome-Based Education (OBE) approach to create a new framework called HCCR. This framework includes four key ideological and political education goals: Humanistic Values, Career Skills, Creative Thinking, and Social Responsibility. Meanwhile, the reform extends ideological education beyond the classroom via internships at international exhibitions (e.g., Canton Fair), effectively bridging university education with industry practice. A dual evaluation mechanism assessing both teachers and students is also established. This study provides a systematic reform model, including goal-oriented, diverse methods and dual evaluation for applied courses. It fulfills the national strategy’s mandate to build an “ideologically-led education system” and offers a practical pathway to resolve structural talent cultivation contradictions in the exhibition industry.

Keywords: the National Education Strengthening Strategy; curriculum-based ideological and political education; teaching reform; OBE concept; Event Planning and Management

1. Introduction

In recent years, Chinese higher education has shifted from a standalone “Civics Program” to integrating civic education into all courses (“Curriculum Civics”). This change began in 2017 with national policies aimed at improving civic education quality^[1]. The Ministry of Education’s 2022 guidelines further encouraged tailored teaching methods, helping build a comprehensive civic education system^[2]. Additionally, the Outline of the Plan for the Construction of a Stronger Education Nation (2024–2035)^[3] underscored curriculum ideology and politics as a pivotal element of the national education strategy. As a key mechanism to enhance the international discourse power of China’s higher education, curriculum ideology and politics not only align with the 14th Five-Year Plan’s emphasis on cultivating students’ patriotic sentiments but also support the development of high-quality talents who possess “a global vision yet remain rooted in Chinese soil.” Ultimately, it serves as an essential means to realize the goal of building a strong education nation.

As an emerging industry, the exhibition sector significantly contributes to national trade exchanges and industrial upgrading^[4]. According to the China Exhibition Economy Development Report 2024^[5], there is a pressing demand for inter-disciplinary talents possessing an international perspective, innovation capability, and professionalism. However, current graduates in exhibition-related specialties often lack practical competence and exhibit low professional identity. This supply–demand misalignment must be addressed through the dual approach of “value guidance + capability development”, which fosters students’ political commitment to “telling China’s story”^[6], and enhances their theoretical-practical integration through “learning by doing” and “teaching through practice.” Therefore, integrating ideological and political elements—such as national sentiment and social responsibility—throughout the teaching process in exhibition courses is not only a concrete implementation of the national education strengthening strategy and the requirement for an “ideologically-led education system,” but also key to resolving structural talent cultivation challenges in the industry^[7].

As an applied discipline, the ideological-political construction of exhibition curricula embodies the principle of “unifying value shaping with capability cultivation.” By nurturing applied talents with a global vision and firm grounding in Chinese culture, it supports the strategic goal of strengthening China’s international discourse power in education.

Outcome-Based Education (OBE) is an internationally advanced educational philosophy that prioritizes the clear definition of what students should know, demonstrate, and value by the culmination of a learning process. Unlike approaches centered on fixed curricula or instructional techniques, OBE emphasizes the attainment of measurable and meaningful outcomes aligned with real-world demands. This concept plays a vital supporting role in cultivating well-rounded talents possessing heightened comprehensive quality, stronger professional expertise, and deeper social responsibility. This study takes “Event Planning and Management”, a provincial-level Civics demonstration classroom in Zhongkai Agricultural Engineering College, as an example to explore the OBE reform path and effectiveness of the Civics teaching of exhibition professional courses under the strategy of education power, aiming to provide practical



reference for the construction of Civics construction of applied professional courses and evaluation of their effects, and, at the same time, to enrich the theoretical research in the field of education of exhibition majors.

2. Literature Review

2.1 Integration of OBE Concept and Curriculum-Based Ideological and Political Education

OBE is a student-centered educational philosophy emphasizing competency development and continuous improvement [8]. It aligns with higher education's core mission of “fostering virtue through education” and is a key vehicle for implementing the national education strategy at the professional course level. Introducing OBE addresses the issue of “forced incorporation” of ideological elements, achieving a more natural integration, akin to “dissolving salt in soup.” This concept has demonstrated significant outcomes in ideological and political education within disciplines like organic chemistry [9], medicine [10], management [11], and financial management [12]. However, its application remains limited in exhibition studies. Consequently, this study integrates the practical features of exhibition programs with the OBE concept to explore a tailored pathway for curriculum-based ideological and political development in application-oriented majors.

2.2 Current Status of Ideological and Political Education in Event-Related Curricula

As a comprehensive and application-oriented discipline, ideological and political education in event curricula must be grounded in “institutional positioning and disciplinary characteristics”, while achieving organic integration of knowledge impartation, ability cultivation, and value shaping through a “unity of explicit and implicit approaches” [13]. Existing research focuses on collaborative education systems [7][14] and overall program development [15–17], yet in-depth studies on specific courses are scarce. Only a few works have addressed ideological and political education in courses such as Introduction to Events [18] and Event Services and Organization [19], while specialized research on the core course Event Planning and Management is notably lacking.

2.3 Current Status of Research on Curriculum Ideological and Political Education Evaluation Systems

Current evaluation systems for ideological and political education in higher education frequently employ the CIPP model [20–22]. Some studies utilize the CSE model, assessing effectiveness across dimensions such as the alignment of ideological elements with course content, integration into the teaching environment, and student participation and absorption [23]. The Kirkpatrick Four-Level Evaluation Model has also been applied in management courses [24]. Although these models provide multidimensional effectiveness assessments, they share a key limitation: a lack of specificity in evaluating practical teaching aspects within exhibition studies. Furthermore, given the field's practical nature, evaluating ideological and political effectiveness must emphasize process orientation, diversity, and operationalizability.

3. Course Introduction and Reform Issues and Objectives

3.1 Course Description

“Event Planning and Management” is a core course in the Exhibition Economy and Management program at Zhongkai University of Agriculture and Engineering, offered to second-year students (40 hours/2 credits) and complemented by a three-week practical training module, “Exhibition Service and Etiquette”. Since the program’s establishment in 2012, the course has been taught over 10 consecutive academic years, educating more than 1,300 students. It is also available as a restricted elective for the Environmental Art Design major.

Aligned with the fundamental goal of “fostering virtue and cultivating talent,” the course aims to cultivate students’ professional ethics based on social responsibility, craftsmanship, and excellence. It enables students to systematically master operational mechanisms and methodologies of event projects and develop applied competencies in independently planning, organizing, and managing such initiatives. However, traditional teaching methods exhibit three major shortcomings: (1) insufficient integration of ideological and political elements into course content; (2) a disconnect between theory and practice, failing to reflect disciplinary distinctiveness; and (3) a lack of diversified assessment mechanisms for ideological and political education, hindering the evaluation of key professional qualities such as “team collaboration” and deviating from OBE principles.

3.2 Reform issues

The reform of ideological and political education in this course addresses three core issues:

First, how can an OBE-based teaching model for ideological and political education be constructed that reflects the distinctive characteristics of the exhibition industry? Second, given the practical and applied nature of exhibition studies, through which approaches can students undergo subtle yet effective ideological and political cultivation and apply their insights to enhance professional learning? Third, how can the effectiveness of ideological and political education in the exhibition curriculum be scientifically evaluated?

3.3 Reform Objectives

Guided by the OBE concept, this course seeks to restructure ideological and political objectives, innovate educational methods, and optimize evaluation mechanisms, enabling students to develop sound ideological and moral cultivation alongside professional knowledge. The specific reform objectives are as follows:

3.3.1 Integration of Professional and Ideological-Political Elements

Conduct thorough exploration of ideological and political elements within the exhibition curriculum, incorporating industry characteristics and national strategic needs. Focusing on core areas such as event planning, project management, and service etiquette, integrate themes including socialist core values, professional ethics, and cultural confidence to achieve organic fusion between professional and ideological-political goals.

3.3.2 Innovate Outcome-Oriented and Diversified Educational Methods

Optimize practical teaching centered on enhancing students’ abilities and value development. Employ methods such as case studies, second classroom activities, and group discussions, along with professionally embedded practice projects, enabling students to experience ideological and political education in authentic or simulated exhibition settings. This approach fosters the unity of knowledge and practice and facilitates innovative outcomes.

3.3.3 Improvement of Teacher-Student Collaborative Evaluation Mechanism

Establish a diversified evaluation system for ideological and political education that addresses both teaching effectiveness and student learning outcomes. Beyond traditional knowledge assessment, incorporate student self-assessment, peer evaluation, and teacher feedback to dynamically monitor students’ value development and behavioral performance, ensuring practical implementation. Additionally, evaluate teachers’ instructional effectiveness in ideological and political education to comprehensively assess educational outcomes.

4. Reforming Practice Pathways and Content

4.1 Constructing HCCR Course Ideological and Political Education Objectives

Guided by the concept of Outcome-Based Education (OBE), this course integrates characteristics of the exhibition industry to innovatively establish the HCCR Curriculum Ideological and Political Teaching Objective System, comprising four dimensions, see Figure 1 for details:

4.1.1 Humanistic Sentiment

A “progressive cultural identity” cultivation objective is adopted, spanning historical awareness, cultural confidence, and national sentiment. Systematic instruction on China’s exhibition history enhances students’ professional historical understanding, with emphasis on traditional forms such as bazaars and temple fairs. Case studies involving intangible cultural heritage strengthen cultural identity. Practical components — such as planning thematic exhibitions on rural revitalization—integrate professional learning with national strategic service, deepening national sentiment and social responsibility.

4.1.2 Career Competence

A “progressive ability enhancement” approach is implemented across pre-class, in-class, and post-class phases. Pre-class activities (micro-lectures, case analyses, debates) foster professional literacy (e.g., emphasizing “honesty and integrity” in project initiation). In-class activities (market research, exhibition internships) enhance teamwork. Post-class competitions and research projects cultivate professional responsibility, achieving integration of “professional standards — comprehensive competence—professional accountability”.

4.1.3 Creative Thinking

A “dialectical thinking enhancement” framework covers innovation awareness, risk awareness, and practical wisdom. Innovation is cultivated through analysis of digital economy trends (e.g., cloud-based and smart exhibitions). Risk awareness integrates ethics education in big data and social media, strengthening risk prevention. Practical wisdom is developed via competitions (e.g., National College Business Elite Challenge) and crisis management training during internships (e.g., Canton Fair), refining innovative decision-making abilities.

4.1.4 Social Responsibility

A “multidimensional value shaping system” fosters rule of law awareness, international perspective, and sustainable development. International perspective is broadened through comparative analysis of Chinese and international exhibitions, reinforcing the political consciousness to “tell China’s story well”. Sustainable development concepts are embedded in project evaluation and internships, promoting ecological awareness. This achieves the ideological and political education goal of “unifying knowledge transmission with value guidance”.

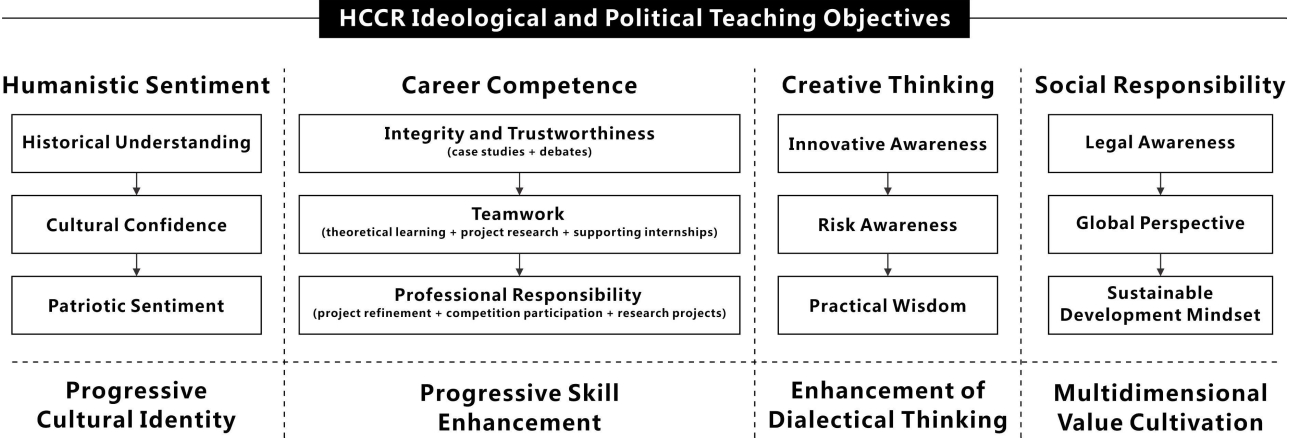


Figure 1: Case of the logic of HCCR ideological and political teaching objectives

4.2 Instructional Design for Curriculum Ideological and Political Education Reform

Guided by the OBE concept, this course is designed to integrate professional knowledge with ideological and political elements through three key components:

4.2.1 Content integration logic design

The integration process is outcome-oriented, starting with defining ideological and political education objectives, followed by designing teaching content and evaluation methods. Using the chapter “What is an Exhibition?” as an example, an overarching ideological and political theme is established based on the logic of what, where, and how to integrate. Elements such as the iceberg theory and blank slate theory are incorporated into the explanation of exhibition origins. Video presentations and online/offline discussions are used to achieve educational emotional impact, as detailed in Figure 2.

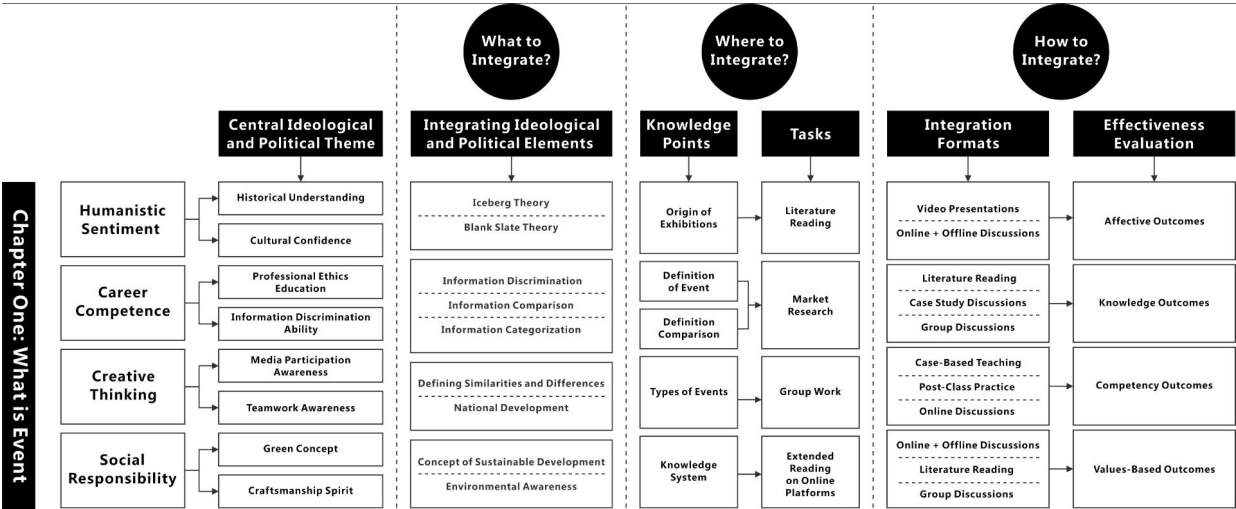


Figure 2: Case of design logic for the integration of course expertise and civic education

4.2.2 Teaching Method Integration Design

Methods such as the PBL project-driven approach, case teaching, and scenario experience are adopted to naturally embed ideological and political elements into professional instruction, emphasizing active student participation and hands-on experience. Information technology is integrated via interactive platforms to support the entire teaching process, including pre-class preparation, in-class interaction, and post-class extension.

4.2.3 Integrating Ideological and Political Education into Practice

A university-enterprise cooperation mechanism with exhibition companies is established, transforming international exhibitions like the Canton Fair and Home Expo into key platforms for ideological and political practice. First, after 12 hours of theoretical study, students join the Home Expo internship, participating in exhibition execution and public opinion monitoring, engaging directly with green transformation practices in the home furnishing industry, and incorporating eco-friendly and low-carbon exhibition concepts into assignments. Second, through a dual-mentor model, students gain deep insight into professional requirements such as service integrity and pursuit of excellence. Finally, outstanding students intern at the Canton Fair, developing cross-cultural communication skills and an international perspective through real-world interactions with international exhibitors. This practice-oriented approach enables students to witness the upgrading of “Made in China”, enhancing both professional competence and understanding of national opening-up strategy, thereby extending ideological and political education from the classroom to the industry.

4.3 Teaching Evaluation Mechanism for Curriculum Ideological and Political Education Reform

A dual evaluation mechanism involving both teachers and students has been implemented to assess the effectiveness of ideological and political education in this course. Student evaluation encompasses knowledge acquisition outcomes, value-oriented effects, and behavioral externalization effects, enabling the development of professional, cultural, and national identity grounded in sound worldviews, outlooks on life, and values, while fostering essential life skills, professional competencies, and vocational abilities. Teacher evaluation includes assessments of instructors’ ethical standards, feedback effectiveness, and alignment effectiveness. Within the framework of socialist core values, teachers are evaluated by peers, students, and supervisors, with an emphasis on enhancing teaching capabilities and contributing to high-quality course development. See Figure 3 for details.

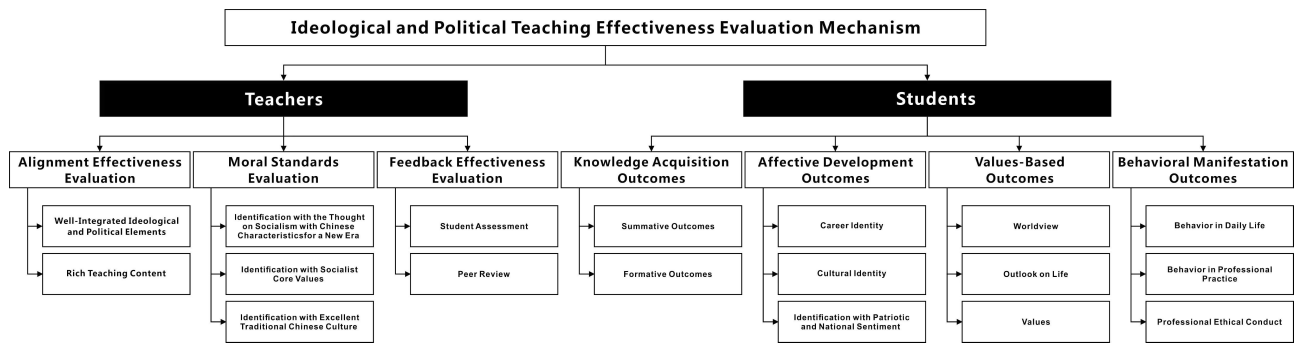


Figure 3: Evaluation Mechanism of the Effectiveness of Civic and Political Thinking in the Courses of Event Planning and Management

4.4 Overall Design of Curriculum Ideological and Political Education Content

Guided by the principle of “cultivating both character and talent”, the course Event Planning and Management draws on disciplinary development and distinctive features to explore ideological and political elements, achieving organic integration of professional instruction and ideological and political education. Through classroom teaching (knowledge, skills, and literacy), ideological and political elements are incorporated into the three key educational objectives: value shaping, knowledge transmission, and ability development. Diverse teaching methods are employed to deliver course content, enabling students to acquire not only solid professional knowledge but also comprehensive qualities such as strong professional values, critical thinking, and national sentiment (see Table 1).

Table 1 Case of the overall design for integrating civic and political education into the “Event Planning and Management” Course

Teaching module	Integration of Ideological and Political Elements	Teaching methods
Chapter 1 What is Event	Students are trained to have a correct outlook on the three aspects of life and career, and to be exhibition professionals with the four self-confidence and enterprising spirit.	Blended learning, Group discussions, Literature reading, Post-course research
Chapter 2 Market Research and Analysis of Event Projects	Students are guided to conduct market research with honesty and integrity, and to shoulder their due social responsibility.	Social research, Case study teaching, Blended Learning, Teacher Lectures
Chapter 3 Brand Planning and Implementation of Event Projects	Students are guided to think about how to raise awareness of risk prevention in the era of big data, use social media in a rational and scientific way, and make use of fragmented time to learn about traditional culture.	Second classroom, Blended learning, Group work, Teacher instruction
Chapter 4 Event Project Marketing Management	Students are guided to develop innovative thinking and a sense of teamwork, with an emphasis on cultivating their zeitgeist of reform and innovation.	Case studies, Group discussions, Lectures by teachers
Chapter 5 Financial management of Event projects	Students are guided to enhance their sense of social responsibility and other awareness, and are taught the value of "a gentleman loves his money in the right way" as well as the concept of professional ethics.	Contextual teaching, Case studies, Group discussion, Blended learning
Chapter 6 Client Management for Event Projects	To guide students to learn, think, practice and understand Xi Jinping's new ideas and strategies for a comprehensive law-based China, and to consolidate the concept of the rule of law.	Case-based teaching, Group discussions, Blended Learning, Teacher Lectures
Chapter 7 On-site Services and Management of Event Projects	Students are guided to think about how to develop a "sense of concern", a big-picture perspective, rule of law thinking and public awareness.	Second classroom, Blended learning, Group discussion, Teacher teaching
Chapter 8 Evaluation and post-event work of Event projects	It guides students to think about the professionalism of exhibitionists, improves their psychological quality, and fosters exhibition professionals with craftsmanship and cultural confidence.	Case studies, Group discussions, Lectures by teachers

5. Analysis of Reform Effectiveness

5.1 Effectiveness of student cultivation

After several years of teaching, the reforms have shown positive results. Students not only gain professional skills but also develop stronger values and social awareness.

5.1.1 Enhancement of emotional resonance

The multi-dimensional teaching evaluation system, which encompassing theoretical knowledge, emotional attitudes, values, and behavioral performance has effectively deepened the integration of ideological and political education with

professional instruction. By emphasizing a student-centered approach and digitally enhanced evaluation mechanisms, the reform has significantly strengthened students' sense of learning acquisition and elicited strong emotional resonance. For instance, a student from the Class of 2021 noted: "The teachers consistently integrate professional knowledge with ideological and political education... enabling us to develop a clearer sense of our future career direction and social role." This feedback highlights how value guidance has been effectively embedded into learning experiences, promoting deeper internalization of ideological concepts.

5.1.2 Improvement of practical capabilities

Student participation in practical exhibition projects has increased substantially. Through project based learning, field research, and real world investigations, students have applied theoretical knowledge in authentic contexts. Extracurricular activities and off campus practice have further developed their sense of responsibility, teamwork, and problem-solving skills. Between 2020 and 2024, more than 600 students gained hands-on experience at major exhibitions such as the Canton Fair, Home Expo, and Beauty Expo. These opportunities not only improved professional skills but also reinforced social responsibility and mission awareness. The overwhelmingly positive employer feedback, with over 95% approval and numerous commendations, confirms the alignment between program outcomes and industry expectations.

5.1.3 Excellence in competition performance

Incorporating professional ethics and vocational literacy through expert lectures, collaborative teaching, and industry partnerships has led to outstanding student performance in national competitions. For seven consecutive years, student teams have excelled in events such as the National Collegiate Business Elite Challenge, earning two grand prizes and 15 first prizes in the past four years alone. These achievements reflect comprehensive student development in knowledge application, innovation, and moral grounding, attesting to the success of ideological and political education in fostering versatile talents.

5.2 Effectiveness of faculty development

The reform has contributed significantly to teachers' professional growth. The course instructor received awards in provincial and university level teaching competitions, including a second prize in the provincial young teachers' contest and a first prize in university level lecture skills competition. The teaching team has published five research papers on pedagogy and led three teaching reform projects, demonstrating effective integration of teaching and research. Student evaluations further validate these efforts: the instructor was twice named "My Favorite Teacher," with average teaching scores reaching 96.5 points. High ratings from peers (90/100) and supervisors (88/100) additionally affirm the quality of instruction and ideological mentorship.

5.3 Effectiveness of curriculum development

The course achieved notable milestones in curriculum development, being designated a Provincial Curriculum Civics Demonstration Classroom in 2024. It received several awards, including second prize in the university level teaching achievement ranking. The evaluation model developed for this course has been adopted by five other courses within the same discipline, such as "Topics of Hot Research in Exhibition". External experts acknowledge that the course "seamlessly integrates ideological elements with professional content" and effectively nurtures students' social responsibility and ethical competence, serving as a replicable model for similar programs. These outcomes underscore the efficacy and transferability of the OBE based reform in cultivating talent that meets national strategic needs.

6. Conclusions

This study shows how course-based civic education can support national educational goals. The HCCR framework and practical teaching methods help students become skilled professionals with strong ethical values. It confirms that the Outcomes-Based Education (OBE) approach to ideological and political education in Event Planning and Management effectively addresses structural challenges in talent development within China's exhibition industry. Through the introduction of the innovative HCCR curriculum framework, which integrates Humanistic Sentiment, Career Competence, Creative Thinking, and Social Responsibility, this research provides a systematic mechanism for merging professional skill development with value cultivation in applied disciplines. The reform not only bridges critical value-based gaps between industry needs and graduate competencies but also offers a practical implementation model for the "ideologically-led education system" mandated by national policy frameworks.

The reform achieves three significant breakthroughs. First, the HCCR curriculum objective system translates macro-level educational policies into measurable instructional outcomes. Second, the integration of pedagogical activities with real-world contexts, such as internship opportunities at major exhibitions including the Canton Fair, establishes a sustainable platform for cultivating talents who possess both a global perspective and Chinese cultural identity. Third, the dual teacher-student evaluation mechanism aligns educational practices with the national goal of enhancing China's international discourse power through higher education. Collectively, these innovations respond to the exhibition industry's demand for interdisciplinary professionals equipped with innovative capabilities, professionalism, and a strong sense of social responsibility.

Thus, this study offers valuable insights for the future development of curriculum-based ideological and political education and establishes a replicable model for achieving the integration of value shaping and capability building across applied disciplines. Moreover, the industry-education integration paradigm illustrates how higher education can directly support industrial upgrading and national trade development. Future research may focus on: (1) developing a more refined multidimensional evaluation index system; (2) utilizing immersive technologies to create scenarios for ideological and political learning, enhancing the integration of global perspective and national sentiment; and (3) leveraging alumni

resources ^[25] to strengthen the persuasiveness of ideological and political education through real-world career development cases.

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